

VISIT...

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Tutor Teaching Tips

Lesson 37: Digraph -ck • Part 1

MATERIALS

Letter page

Word cards

Letter cards:
s, t, c, k, o,
u, a, i;
Workmat

Game cards

Flash cards:
can't, funny

Flash cards:
happy, thought,
hello

Flash cards:
complete set

Introducing Digraph ck 10–15 minutes

Point to the word *truck* on the letter page as you read the word. Explain that the letters *c* and *k* together make the sound of /k/ at the end of the word *truck*. Have the child repeat the sound: /k/. Point to the words at the bottom of the page and have the child read the words with you. Ask the child to point to the letters that stand for the /k/ sound in each of the words.

Show the child an example word from each word family (-ock, -uck, -ack, -ick), for example, *clock*, *luck*, *sick*, and *back*. Read the words on the cards with the child as you run your finger under the word. Mix the cards up and have the child sort the cards according to their word families. If necessary, write the word families in a row on paper and have the child place the cards under the appropriate ending.

Blend Words 5–8 minutes

Give the child the letter cards *s*, *t*, *o*, *c*, and *k* and the workmat. Have the child say the word *stock*. Have the child line the letters under the row of five boxes. Have the child push up the letters *s*, *t*, and *o* as he/she says the sounds. Ask the child what two letters he/she needs to push into the last two boxes to make the /k/ sound at the end of the word. Guide the child to push up the letters *c* and *k* into the last two boxes as he/she says /k/.

Say the word *stuck* and ask the child what sound is different in this word. Guide the child to recognize that the vowel sound is different. Ask the child what letter he/she needs to make the /u/ sound. Have the child replace the letter *o* with the letter *u* and read the new word he/she has made. Repeat with the words *stick* and *stack*.

Spread the game cards out face down on the table. Have the child turn over two cards and read the words. If the two words are from the same word family, the child gets to keep the cards. If not, the child turns the cards back over and it is your turn.

Teach High-Frequency and Story Words 5–8 minutes

Read each new high-frequency word to the child as you hold up the flash card. Have the child look at the card and repeat the word. Then hold up each card, say the word, and spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger.

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card.

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 37: Digraph -ck • Part 2

MATERIALS

Letter page

Letter cards:
b, r, s, m, c, c, l,
d, k, a, o, u, i ;
 Workmat

Flash cards

Practice sheet

Decodable book:
Click, Clack,
Cluck

Decodable book;
 Take-home
 practice sheet

Game cards

Review Part 1



5–10 minutes

Show the child the letter page and review the digraph. Ask the child to say some words that end with the digraph.

Have the child tell you how many sounds he/she hears in the word *brick* (4). Tell the child he/she will need five letters to spell the four sounds. Repeat the sounds and have the child find the letters to use. Have the child push up the letters into the row of five boxes on the workmat. Ask the child what two letters he/she needs to make the /k/ sound at the end of the word. Have the child run his/her finger under the word as he/she reads the word. Repeat with the words: *smack, clock, duck*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the word *racket*. Cover the *-et* with your finger, and have the child read the word *rack*. Then uncover the *-et* and have the child read the whole word. Repeat with the word *cricket*, and with the word *chicken*, by covering the *-en*.

Cover the *-ing* on the word *clucking* with your finger. Have the child first sound out the word *cluck*, then read the whole word.

Have the child sound out the rest of the words in row 1 as he/she runs his/her finger under the letters in each word.

Have the child sound out the review words in row 2. Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it. Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Ask the child to sound out decodable words in the decodable book and read the high-frequency words and story words quickly, without sounding them out. [If he/she has difficulty sounding out a decodable word, say the word slowly and have the child repeat it.] If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what problem the animals had in the story. Ask how the problem was solved.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

Digraph -ck



truck

pick sock track

rock

clock

block

shock

struck

luck

duck

stuck

sick

brick

quick

kick

back

sack

smack

track



s	t	c	c	k
b	m	d	r	a
e	o	u	i	l



tack

shack

pack

lack

lick

chick

stick

click

dock

sock

flock

smock

suck

tuck

cluck

buck

funny

can't

thought

happy

by

out

one

day

look

saw

how

says

took

now

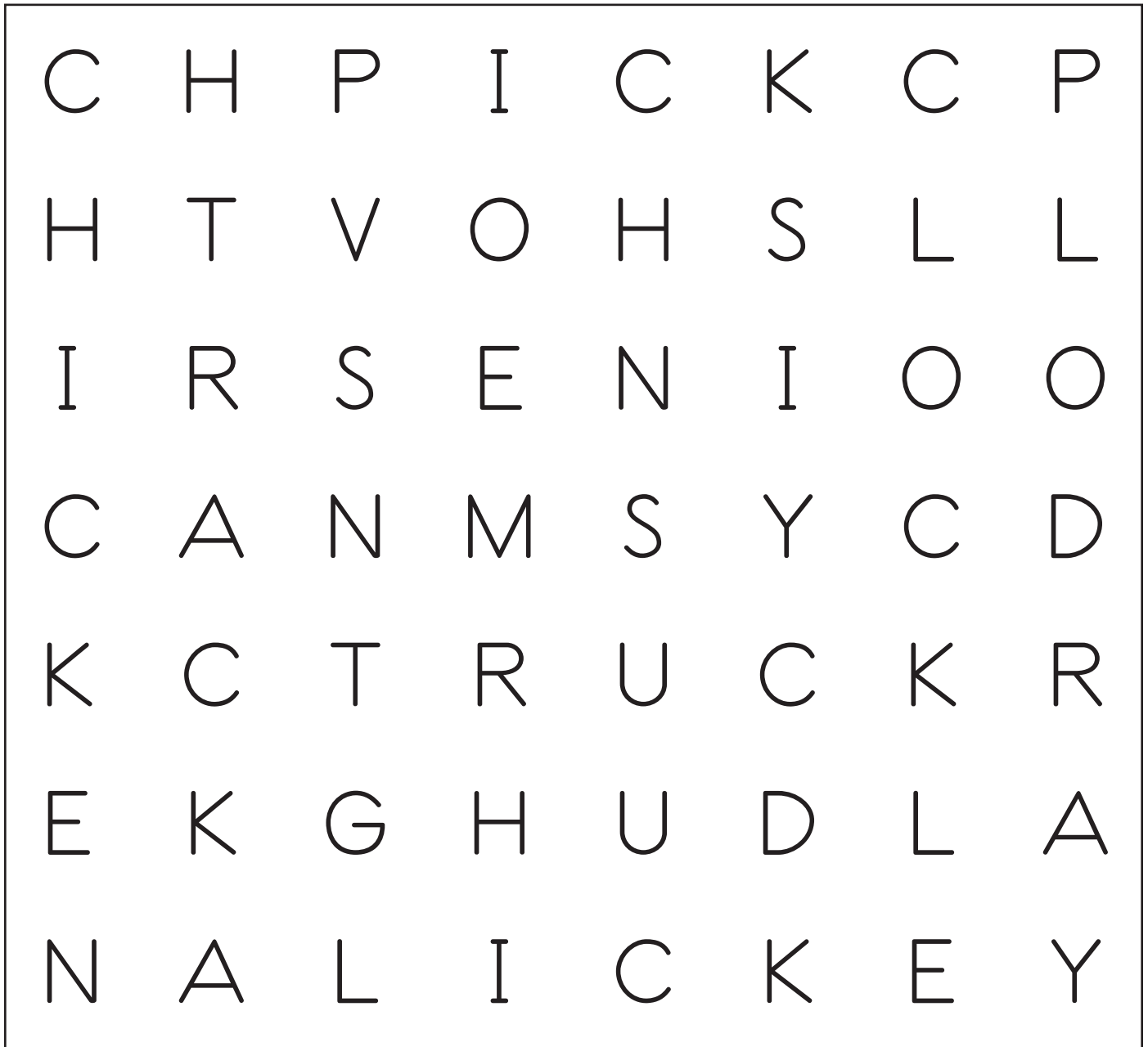
lived

hello

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	stack • pack • click • sick • cricket shack • racket • clucking quacking • peck
2 Reviewed words	make • gave • trade • pond • stop like • went • sand • past • named rest • make
3 New h-f words	can't • funny
4 Reviewed h-f words	lived • by • out • one • day • says how • saw • too • now • took
5 Phrases	stack of crickets ducks quack pack the shack
6 Sentences	Jack the cricket is sick. The chick and the duck are in back of the shack.

INSTRUCTIONS: Have the child find and circle the *ck* words in the word search.



clock
chicken

lick
pick

truck
track